



ECH 216

Infancy and Early Development

S1 External 2015

Institute of Early Childhood

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Disclaimer

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General Information

Unit convenor and teaching staff

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Credit points

3

Prerequisites

12cp or admission to GDipECTeach or GDipEarlyChildhood

Corequisites

Co-badged status

Unit description

This unit focuses on the development of infants and young children from birth to three years. Theories and research, which attempt to describe and explain early childhood development and individual differences, are critically examined. Implications for the prenatal, cognitive, social/emotional, language and motor development during the first three years of life are examined. Students are also encouraged to make links between the content covered and observations and experiences with infants and very young children.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are

available at <https://www.mq.edu.au/study/calendar-of-dates>

Learning Outcomes

On successful completion of this unit, you will be able to:

1. Apply knowledge of theory, current research, and issues in infancy and early development (0-4yrs) to early childhood settings
2. Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds
3. Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development
4. Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development

Assessment Tasks

Name	Weighting	Due
Online Quiz	15%	Week 4, 20 March 2015
Essay	35%	Week 10, 15 May 2015
Exam	50%	Session 1 Exam Period

Online Quiz

Due: **Week 4, 20 March 2015**

Weighting: **15%**

Content for the online quiz will be taken from lectures and associated readings for Weeks 1, 2 & 3.

On successful completion you will be able to:

- 2. Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds

Essay

Due: **Week 10, 15 May 2015**

Weighting: **35%**

Details of the essay will be available on iLearn.

On successful completion you will be able to:

- 1. Apply knowledge of theory, current research, and issues in infancy and early development (0-4yrs) to early childhood settings
- 2. Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds
- 3. Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development
- 4. Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development

Exam

Due: **Session 1 Exam Period**

Weighting: **50%**

Unit content to be assessed. Structure of the exam to be advised

On successful completion you will be able to:

- 1. Apply knowledge of theory, current research, and issues in infancy and early development (0-4yrs) to early childhood settings
- 2. Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds
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Delivery and Resources

Required Textbook

White, F., Hayes, B., & Livesey, D. (2012). *Developmental psychology: From infancy to adulthood* (3rd ed.). Frenchs Forest, NSW: Pearson.

If you have the second edition, it is fine to use it, don't buy another textbook. White, Hayes and Livesey is also the textbook for ECH218.

Student Workbook

This unit has a student workbook available as a PDF file on the unit iLearn web site. The student workbook is to be used to record notes from tutorials, lectures and your readings. You should bring your workbook with you to all tutorial classes.

Workload Requirements

Workload at Macquarie University is calculated on the basis of 3 hours per week for each credit point, multiplied by 15 weeks. For ECH216 students, this is a total of **136 hours**.

Work required	ECH216
Listening to lectures	22
Completing reading and writing notes from weekly readings/revising notes from lectures and tutorials	38
Internal Tutorials/On-campus classes	12
Preparation and completion of online assessment.	5
Major Essay	35
Exam Preparation (not including preparation of tutorial workbook which has been included in lecture, reading and tutorial note allocation above).	14
Checking i-Learn for announcements and other information throughout S1	10
Total Hours for the Semester	136

There is considerable variation in the time different students require to complete assignments. It is recommended that you think of the above as a rough guide rather than absolute hours required. Some students may have slower reading speeds than their peers or less familiarity with library searches and therefore will require more time to complete each task. Some students will be keen to follow up on readings in more detail. This will also require additional time.

Unit Schedule

Week & Date	Lecture Topic	Lecturer	Reading 3 rd edition	Reading 2 nd edition	Relation to Assessment	Tutorial
Module 1: Theories and Methods in Child Development						

Unit guide ECH 216 Infancy and Early Development

Week 1 23 February	Theories of Child Development 1	RW	p. 2-19	p. 2-5, 7-12, 15-16	Online quiz	No Tutorial
	Theories of Child Development 2	RW	p. 2-19	p. 2-5, 7-12, 15-16	Online quiz	
Week 2 2 March	Maturation & Ethology (1-2pm lecture only)	SW	p. 7-9	p. 5-7, 12-13.	Online Quiz	Theories of Development
	Research Methods 1 (pre- recorded lecture)	CN	p. 19-31	p. 15-16	Online quiz	
	Research Methods 2 (pre- recorded lecture)	CN	p. 19-31	16-28	Online quiz	
Module 2: Biological Bases of Development						
Week 3 9 March	Developmental Neuroscience	KB	None	None	Online Quiz	Developmental Neuroscience
	Genetics and Individual Differences	FG	Ch. 2	Ch. 2	Online Quiz	
Week 4 16 March	Prenatal Development	HL	Ch. 2	Ch. 2	Exam	Prenatal Development
	Module 3: Social-Emotional Development					
	Emotion	TW	Ch. 10	Ch. 10	Exam	
Week 5 23 March	Development of Self	RA	p. 316-321	p. 262-267	Exam	No Tutorial
	Temperament	FG	p.365-367	p. 304-306	Exam	
Week 6 30 March	Peer Relationships	FH	None	None	Exam	Attachment Temperament
	Attachment	FG	None	None	Exam	
<i>No classes scheduled in Weeks 7-9 as many ECH216 students are on practicum placement for ECHP222.</i>						
Module 4: Perceptual-Motor Development						
Week 10 11 May	Physical Development	HL	Ch. 3	Ch. 3	Exam	Motor & Physical
	Motor Development	HL	Ch. 3	Ch. 3	Exam	

Week 11	Perception	SW	Ch. 4	Ch. 4	Exam	Perception
18 May	Perception	SW			Exam	
Module 5: Cognitive-Linguistic Development						
Week 12	Cognition (pre-recorded)	CN	p. 142-164	Ch. 5, p.147-167	Exam	Cognition
25 May	Cognition (pre-recorded)	CN			Exam	
Week 13	Joint Attention	SW	p. 206	p. 166-167	Exam	Joint Attention & Language
1 June	Language Development	SW	Ch. 7	Ch. 7	Exam	

Learning and Teaching Activities

Lectures

There are 2x 1hr lectures per week (except for Weeks 7-9) and attendance is optional. However, lecture materials will be examinable in the online quiz (15%) and the final exam (50%).

Tutorials

Internal students will be required to attend 8x 1.5hrs of tutorials over the semester. External students will be required to attend 2x on-campus days on 13 and 14 April, 2015 (9am to 5pm). Please note that tutorial attendance will NOT be compulsory. However, tutorial materials will be examinable in the online quiz (15%) and final exam (50%).

Unit Assessments

While completion of each assessment item is NOT compulsory, passing the unit without completion of each item is very difficult. Moreover, it is important to participate in each assessment to meet the unit learning outcomes.

Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central](#). Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy <http://mq.edu.au/policy/docs/grading/policy.html>

Grade Appeal Policy <http://mq.edu.au/policy/docs/gradeappeal/policy.html>

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The*

Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.

In addition, a number of other policies can be found in the [Learning and Teaching Category](#) of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

Student Support

Macquarie University provides a range of support services for students. For details, visit <http://students.mq.edu.au/support/>

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- [Workshops](#)
- [StudyWise](#)
- [Academic Integrity Module for Students](#)
- [Ask a Learning Adviser](#)

Student Services and Support

Students with a disability are encouraged to contact the [Disability Service](#) who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit <http://informatics.mq.edu.au/help/>.

When using the University's IT, you must adhere to the [Acceptable Use Policy](#). The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- 1. Apply knowledge of theory, current research, and issues in infancy and early development (0-4yrs) to early childhood settings
- 2. Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds
- 3. Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development

Assessment task

- Essay

Learning and teaching activity

- Internal students will be required to attend 8x 1.5hrs of tutorials over the semester. External students will be required to attend 2x on-campus days on 13 and 14 April, 2015 (9am to 5pm). Please note that tutorial attendance will NOT be compulsory. However, tutorial materials will be examinable in the online quiz (15%) and final exam (50%).
- While completion of each assessment item is NOT compulsory, passing the unit without completion of each item is very difficult. Moreover, it is important to participate in each assessment to meet the unit learning outcomes.

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- 1. Apply knowledge of theory, current research, and issues in infancy and early

development (0-4yrs) to early childhood settings

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- 3. Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development
- 4. Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development

Assessment tasks

- Online Quiz
- Essay
- Exam

Learning and teaching activities

- There are 2x 1hr lectures per week (except for Weeks 7-9) and attendance is optional. However, lecture materials will be examinable in the online quiz (15%) and the final exam (50%).
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Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- 3. Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development
- 4. Critically evaluate new research findings within the basic scientific framework, and in

the context of theoretical approaches to early child development

Assessment tasks

- Essay
- Exam

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Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

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Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

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- Essay
- Exam

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Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

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Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- 1. Apply knowledge of theory, current research, and issues in infancy and early development (0-4yrs) to early childhood settings
- 4. Critically evaluate new research findings within the basic scientific framework, and in the context of theoretical approaches to early child development

Assessment tasks

- Essay
- Exam

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Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- 1. Apply knowledge of theory, current research, and issues in infancy and early development (0-4yrs) to early childhood settings
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- 3. Be able to plan appropriate and effective learning experiences for children based on accrued knowledge of unit content in infancy and early development

Assessment tasks

- Essay
- Exam

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Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active

participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- 1. Apply knowledge of theory, current research, and issues in infancy and early development (0-4yrs) to early childhood settings
- 2. Appreciate the unique contribution of cultural, historical, contextual and individual factors in early child development, applying this knowledge to meet the needs of children from diverse backgrounds
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- Essay
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Changes since First Published

Date	Description
22/02/2015	Removal of assignment 2 information
20/02/2015	Adjustment to wording of assessment item.
19/02/2015	Revisions to assessment task